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ABSTRACT

This collection of papers describes and discusses speech communication methods courses for prospective secondary school teachers at Central College, Pella, Iowa; Marshall University, Huntington, West Virginia; and the University of Maryland. Essentially, all three approaches stress a synthesis of theory and practical experience, integrating various teaching procedures with the teaching of high school speech. The degree of interdependence between the speech education program and the college of education appears to be influenced by institution size, i.e., the smaller the institution the closer the relationship between the speech department and the college of education. The papers conclude with a bibliography for speech and drama in the secondary school. (LG)

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Speech Education

in a
Small, Medium, and Large College

by

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Three papers presented at
Speech Communication
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Dec. 28, 1972

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SPEECH EDUCATION

IN A

SMALL COLLEGE

SCA CONVENTION
Chicago
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Bette Brunsting
Central College
Pella, Iowa

Teacher education at Central College, a liberal arts school with an enrollment of 1,200 has been in a continual process of evolution. The present program begins in the sophomore year and is culminated during the professional term of the senior year. About 50% of our graduates seek certification. The Education Department is responsible for the professional courses but at the secondary level, the staff of nearly all the special disciplines teaches its methods course and supervises the teaching of its majors. These special methods instructors, with the exception of one, have taught in the public schools. We consider this an important qualification.

During the sophomore year, a student who is considering teaching, enrolls in INTRODUCTION TO TEACHING which has field experience as a major part of the course. Each student is given an aiding assignment in a school appropriate to his interests. This provides for the student an experience from which he can gain insight into his potential as a teacher. Several students do not continue in teacher education after this one course. The evaluation of the cooperating teacher not only provides feedback for the student but also provides important data for the Teacher Education Committee.

This ten member faculty-student committee screens all applicants for elementary and secondary certification. The procedure provides three checkpoints---admitting a student to teacher education, approving candidates for student teaching, and finally approving the candidate for certification. Each candidate is treated individually

and personally. Using a committee as a screening agent rather than the staff of the Education Department, hopefully provides for a more objective evaluation of the candidate and also spares the small staff of either secondary or elementary education from handling difficult cases.

TEACHING OF HIGH SCHOOL SPEECH, taught by the speech staff, is paired with a course taught by the Education Staff, TEACHING STRATEGIES, which encompasses several disciplines. It is the not-too-secret hope of this speech educator that this cumbersome arrangement be eliminated. Just this term we have achieved a beginning---speech and English are handling the micro-teaching experiences of their majors which formerly were handled by the Education Staff. Our micro-teaching sessions are not based on the pure Dwight Allen skills only approach. Since students are teaching people in their area and are critiqued by them, content as well as skill often is included in the evaluation. With the videotaping a concerted effort is made to make the teacher aware of the often overlooked area of nonverbal communication, which for many beginning teachers creates problems because of the conflicting signals sent by the verbal and nonverbal. Another change which evolved this term is that those enrolled in the sophomore INTRODUCTION TO TEACHING class are being used as the students for micro-teaching.

In TEACHING OF HIGH SCHOOL SPEECH, I try to handle many of the nitty-gritties of the classroom hoping to plug the student into the reality of the scene. Yes, we plan units and daily plans, critique and grade speeches, discuss testing, grading, evaluation of teacher as well as student achievement, discipline, and other "Methods"

topics. But the emphasis is on the development of the person and his personal teaching style in accord with the "self as instrument" concept of Arthur Combs.[1] Believing that there is not a right method and also that what is good for the expert is not necessarily good for the novice, the competencies approach is avoided, and the student is encouraged to discover methods that are appropriate for him as a unique person who is attempting to facilitate learning.

Since the instructor has undoubtedly had the students in classes before, she knows them and can work with them individually, concentrating on their self-concept, their purposes, and their beliefs about students and about the subject matter they are assigned to teach. During the 4-week methods course each Wednesday is spent in the school where the student is assigned to teach. As can be expected, Thursday is therapy time and also time to handle specific concerns that arise from their on-the-scene experience. In methods we work on the preparation of the units which the student will be teaching. During the actual teaching experience, the student does return to the campus each evening which makes it possible for the methods instructor to continue to serve as a resource person. This affords an authentic context for the discussion of the planning of lessons, the writing of tests for a specific unit, and the handling of those "alive" discipline problems. Those all-knowing or bored looks that occasionally crop up in a methods class never appear during such discussions.

1. The Professional Education of Teachers (Boston: Allyn and Bacon, Inc., 1965) p.8.

Thus our methods class meets formally for 4 weeks and meets informally and probably more effectively during the 7 weeks of student teaching which also is supervised by the speech methods instructor.

TEACHING OF HIGH SCHOOL SPEECH at Central College does not "produce" teachers. It, at best, "begins" them armed with the survival kit of "self as instrument."

THE SPEECH "METHODS" COURSE
in
MEDIUM-SIZED COLLEGES
and
UNIVERSITIES-MARSHALL UNIVERSITY

Marshall University with an enrollment between nine and ten thousand is located in Huntington, West Virginia on the Ohio River.

Students graduating from Teachers College at Marshall University participate in many experiences which permit them to observe children in teaching/learning situations. First, while enrolled in Educational Foundations 218 the students must devote up to thirty hours working in a non-school community agency. The successful completion of their experiences is required before the students can enroll in Educational Foundation 319. At this level they must complete satisfactorily twenty hours of observation and ten hours of supervised teaching to be eligible to continue in a desired major teaching field.

Our Department of Speech is in the College of Arts and Science. Fortunately our Speech Methods Course is taught by a member of our department which is unique on our Campus. All other methods courses are taught by members of the Teachers College faculty. The Speech Methods Instructor does not hold a joint appointment but is deeply involved with the whole teacher preparation program, has considerable secondary teaching experience and holds a state teaching certificate.

We have developed a teacher preparation block which our Speech Education Majors take the first semester of their junior year: Speech 450, Direction of Speech Activities, concerned with co-curricular activities -- forensics, oral interpretation, drama, debate, radio, TV and film; Speech 432, Utilization of TV in the classroom; and finally the Speech Methods Course all of which must be taken simultaneously. This is innovative for us and proving to be very successful. The instructors of the various courses are inter-relating the materials covered, focusing on teaching concepts, teacher competencies and student behavioral objectives.

The methods course gives the student two hours credit and meets twice a week for a fifteen week semester. Under consideration in Teachers College at the present time is a plan to develop a total block of time when learning theories would be covered by someone from that college. This approach

would have the students coming to methods class prepared to spend more time on application of the principles they have already learned.

Marshall provides a learning and resource center which includes materials for each teaching field. We were allotted a sum of money to obtain requested materials such as books, reports of articles from journals, etc. An audio-visual lab is also available. All methods people are required to work with and pass a proficiency test on the use of media equipment such as overhead projector, film strips, opaque projector, etc. in order to receive credit for the methods course. One or two class sessions are devoted to learning to make transparencies and other teaching aids. However, from then on the students must go to the lab on their own time and learn to use all the equipment. The lab is open and staffed every day.

Recently our Speech Methods Instructor has been able to give each student two experiences in micro-teaching. This must be done outside class time. During the first experience the students used other members of the class while for the second experience it was necessary for them to get persons not enrolled in the class. Scheduled class time was allotted for viewing, accompanied by oral critiques. No specific text is assigned in our Speech Methods Course. Rather readings are assigned from various journals.

We have been privileged to incorporate a specific learning/teaching experience which strengthens our Speech Education Program and more adequately prepares our students for the Speech Methods Course. Prior to the closing of the Marshall Lab School three years ago all the Education 319 Speech students did their observing and teaching under the supervision of our Speech Methods Instructor. When the school was closed there were not sufficient places in the public schools to accomodate these students. After considerable discussion the Teachers College Dean allowed their students to come to our Department of Speech for experience in our basic course, Speech 103 which is required of all freshmen students at Marshall University. We have from thirty to forty sections per semesters with twenty some different faculty personnel teaching the course. Our Speech Methods Instructor coordinates this program (with no teaching load credit) placing all the students in specific classes. Even though this approach doesn't simulate a high school class room situation in behavioral aspects, it does permit the Education 319 Speech students to

observe and gain experience in teaching a basic course in speech.

After completion of our three course block which includes our Speech Methods Course, our Speech Education majors are then given a student teaching assignment in an area school the following semester.

SYLLABUS - CURRICULUM, INSTRUCTION, AND OBSERVATION - EDSE 354
SPEECH AND DRAMA IN THE SECONDARY SCHOOL

Department of Secondary Education
Speech Education Division
A. D. Wolvin

Instructional Objectives: Upon completion of this course, you should be able to: (1) Articulate the historical and philosophical foundations of speech and drama education; (2) Articulate your philosophy of speech and drama education; (3) Write and work from behavioral objectives for units of instruction in speech and drama; (4) Prepare and teach effective units in speech and drama; (5) Critically evaluate materials to use in teaching speech and drama; (6) Conduct a dynamic co-curricular speech and drama program; (7) Function as a professional speech and drama educator.

Course Policies:

Classroom Procedures: You are expected to exemplify good speaking and listening practices throughout the semester. A positive, cooperative attitude will be most helpful for your participation in the course. University regulations specify no smoking in the classroom.

Attendance: Because of the seminar format of this course, student participation is essential. You are expected to attend every scheduled class meeting.

Grading: Projects and activities will receive varied weight in the determination of your final course grade.

Textbooks: Gray, Jenny. The Teacher's Survival Guide. Palo Alto, Calif.: Fearon Publishers, 1967.
Lewis, George L, Everett, Russell I, Gibson, James W., and Schoen, Kathryn T. Teaching Speech. Columbus, Ohio: Charles E. Merrill Publishing Co., 1969.
Mager, Robert F. Preparing Instructional Objectives. Palo Alto, Calif: Fearon Publishers, 1962.
Teacher's Guide to High School Speech. Indianapolis: Indiana State Department of Public Instruction, 1966.

Assignments:

Project #1: Present a short fifteen-minute symposium-forum on the history of speech education within a designated area (e.g. public address, theatre, radio-television). Groups and areas will be determined in class, and sources will be suggested.

Project #2: Prepare a typed reply to the Mary Hayworth letter. In developing a rationale and philosophy for the discipline, make use of various sources outside the field of speech which will support the need for speech training. Strength of argument and support are important. Please make two copies of this paper.

Project #3: Prepare behavioral objectives for the unit of instruction you will prepare for project #5. These objectives should include: (1) The "who" that is to perform the desired behavior i.e. "the student" or "the learner"; (2) The actual behavior to be employed in demonstrating mastery of the objectives i.e. "to write", "to speak", or "to identify verbally"; (3) The result of the behavior which will be evaluated to determine whether the objective is mastered i.e. "an essay", "a speech to persuade", "a pantomine"; (4) The relevant conditions under which the behavior is to be performed i.e. "in a one-hour quiz," "in front of the class," "audio tape in sound booth"; (5) The standard which will be used to evaluate the success of the product or performance i.e. "90 percent correct," "four out of five," "verbally deliver thirty lines of Hamelt's speech to the players".

Project #4: Read Lousene Rousseau, "How to Choose a High School Speech Text", Speech Teacher, (January, 1968) pp. 27-29. Read a textbook designed for the secondary school speech fundamentals course. Present a review of the book, discussing the scope, strengths and weaknesses of the book.

Project #5: For class distribution, prepare detailed unit plans for the required secondary school speech communication course. Include objectives, procedures, assignments, and resource materials you would use. Units will be chosen in class from adjustment and communicativeness, listening, language, delivery, original speaking, and oral reading or prepare detailed unit plans for a secondary school drama course for class distribution. Following the recommended format, include the materials and resources you would use. Units will be chosen in the class from pantomine and improvisation, acting, theatre history, technical theatre, play literature, etc. These units should be thoroughly developed. Use the Curriculum Laboratory for this project.

Project #6: Various readings in professional journals will be assigned. Prepare a short report on the article to which you are assigned.

Project #7: Present a report on the articles for testing and grading to which you are assigned. Summarize the articles briefly and then discuss the strengths and weaknesses of the articles.

Project #8: Prepare, for class distribution, examination questions over your unit in the secondary school speech communication or drama course. Include five multiple choice and one essay questions. The class will take and critique your questions.

Speech File: Gather materials for use in teaching speech and drama in the secondary school. Anything of use in teaching ought to be conveniently filed for ready reference and use in the classroom.

Examination: The final comprehensive examination will cover all the material in the course. It is recommended that you follow the review guide throughout the semester in preparation for this comprehensive test.

Observations and Microteaching: Arranements are made for observations in Washington area secondary schools as part of the EDSE block program through the Office of Laboratory Experiences. These are scheduled for the Tuesdays during the methods portion of the semester. Please leave these days open for observations. Hopefully, we will be able to attend a secondary school debate and a high school play rehearsal. In addition one Tuesday will be devoted to a microteaching session in which you will teach a portion of your unit in Project #5 to the class. We will analyze your work via videotape.

DAILY SCHEDULE

(Assignments are listed on date due)

Meeting	Text	Project	Discussion Topic
1	Lewis, 13	None	Introduction to Speech Education
2		#1	History of Speech Education
3	Lewis, 1, 2	#2	Philosophy of Speech Education
4	Gray	None	The Secondary School/The Secondary School Student
5	Moger	#3	Behavioral Objectives
6	Lewis, 2, 3, 6	#4	Lesson Plans/Textbooks
7	Lewis, 4	None	Classroom Strategies/Non-Print Materials
8	Lewis, 7	#5	Fundamentals: Adjustment and Communicativeness/Listening
9	-------	--	Fundamentals: Delivery, Language
10	-------	--	Fundamentals: Original Speaking Oral Reading
11	Lewis, 5	#6	Speech Criticism
12	Lewis, 10	#5	Drama Courses
13	-------	--	Drama Courses
14	None	--	Co-Curricular Drama Programs
15	Lewis, 9, 11	--	Debate/Radio-Television-Flim
16	Lewis, 12	None	Speech Contests and Festivals
17	None	#7	Testing and Grading
18	None	#8	Testing and Grading
19	Lewis, 13	--	Professional Activities
20	Review	Speech File	Examination

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